

### Readiness Checklist for Curriculum Development

Level of Readiness	Outcomes:
<ul style="list-style-type: none"> <li>○ Have Not Begun</li> <li>○ Just Underway</li> <li>○ Making Good Progress</li> <li>○ Successfully Completed</li> <li>○ Prepared to Share with Others</li> </ul>	The content standards and essential learning expectations for each grade and subject area have been identified and are known to the teachers expected to teach them.
<ul style="list-style-type: none"> <li>○ Have Not Begun</li> <li>○ Just Underway</li> <li>○ Making Good Progress</li> <li>○ Successfully Completed</li> <li>○ Prepared to Share with Others</li> </ul>	Teachers have “mapped” their grade level and/or subject matter standards onto an annual school calendar thus producing instructional “pacing charts” where critical milestones and benchmarks are known.
<ul style="list-style-type: none"> <li>○ Have Not Begun</li> <li>○ Just Underway</li> <li>○ Making Good Progress</li> <li>○ Successfully Completed</li> <li>○ Prepared to Share with Others</li> </ul>	Student assessments have been identified or developed and aligned with the standards.
<ul style="list-style-type: none"> <li>○ Have Not Begun</li> <li>○ Just Underway</li> <li>○ Making Good Progress</li> <li>○ Successfully Completed</li> <li>○ Prepared to Share with Others</li> </ul>	Individual teachers use the pacing charts and formative assessments to plan and deliver classroom instruction.
<ul style="list-style-type: none"> <li>○ Have Not Begun</li> <li>○ Just Underway</li> <li>○ Making Good Progress</li> <li>○ Successfully Completed</li> <li>○ Prepared to Share with Others</li> </ul>	Throughout the school year teachers engage in horizontal (e.g., grade level) and vertical (e.g., cross-grade level) conversations to be sure that every student has an opportunity to master ALL essential learning expectations required for student success at the next grade level.

(Lezotte)